





# Teacher Evaluation Program



Flagstaff Unified School District

# Content Guide



- ✧ TPEC Team and SB1040
- ✧ The Evaluation Process
  - ✧ Work Summaries 
  - ✧ The Tool 
  - ✧ Measurements 
  - ✧ Meetings 
- ✧ Future

# The Team Framework



- District-Wide participation
- Upfront collaboration yielded:
  - 2 representatives from each school location
  - Cross-functional Administrative participation
  - Owned by Human Resources



# The Teacher Performance Evaluation Committee (TPEC)



- 39 Members
- Union & Non-Union Teachers
- New & Experienced Teachers
- Principals from Elementary & Secondary
- Directors: Curriculum & Instruction, SPED, ELL, Technology, Data & Metrics, Career Ladder, & Human Resources



## Arizona Department of Education VISION



*“To improve student achievement, Arizona supports effective teachers and principals by developing a model framework that can be incorporated into all Arizona LEA evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process.”*

# Framework for Teacher Evaluation Instruments—Group A



	Classroom-level Data	School-Level Data	Teaching Performance
<b>GROUP "A"</b> (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas )	<ul style="list-style-type: none"> <li>• AIMS</li> <li>• Stanford 10 (SAT 10)</li> <li>• AP, IB, Cambridge, ACT, Quality Core</li> <li>• District/Charter-Wide Assessments</li> <li>• District/ School-level Benchmark Assessments, aligned with Arizona State Standards</li> <li>• Other valid and reliable classroom- level data</li> </ul>	AIMS (aggregate school, grade, or team level results) <ul style="list-style-type: none"> <li>• Stanford 10 (aggregate school, department or grade level results)</li> <li>• AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results)</li> <li>• Survey data</li> <li>• AZ LEARNS Profiles</li> <li>• Other valid and reliable school-level data</li> </ul>	Evaluation instruments shall provide for periodic classroom observations of all teachers.  LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.  <u>Required</u> Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.
	33% of evaluation outcomes.	17% of evaluation outcomes.	

Must have a minimum of 33% of Classroom Data

shall  
can

# Framework for Teacher Evaluation Instruments—Group B



	Classroom-level Data	School-Level Data	Teaching Performance
<b>GROUP "B"</b> (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers and their students)	<ul style="list-style-type: none"> <li>• District / School Level Benchmark Assessments, aligned with Arizona State Standards</li> <li>• District/Charter-wide Assessments, if available</li> <li>• Other valid and reliable classroom-level data</li> </ul> <i>If available, these data shall be incorporated</i>	AIMS (aggregate School, grade, or Team-level results) <ul style="list-style-type: none"> <li>• Stanford 10 (aggregate school, department or grade level results)</li> <li>• AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade-level results)</li> <li>• Survey data</li> <li>• AZ LEARNS Profiles</li> <li>• Other valid and reliable school-level data</li> </ul>	Evaluation instruments shall provide for periodic classroom observations of all teachers.  LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.
	<i>for between 33% and 50% of evaluation outcomes.</i>	<i>account for between 33% and 50% of evaluation outcomes.</i>	<i>between 50 - 67% of evaluation outcomes.</i>

Must have 33% for Group B teachers in Classroom or School Level Data

# The Evaluation Process



Flagstaff Unified School District



# The New FUSD World: Collaboration for Success



*"Measure our successes"*

*Perform for  
Results*

*Common Goals*



*"It takes a village to raise a child"*

*Student Growth Focused*



# History & Notables

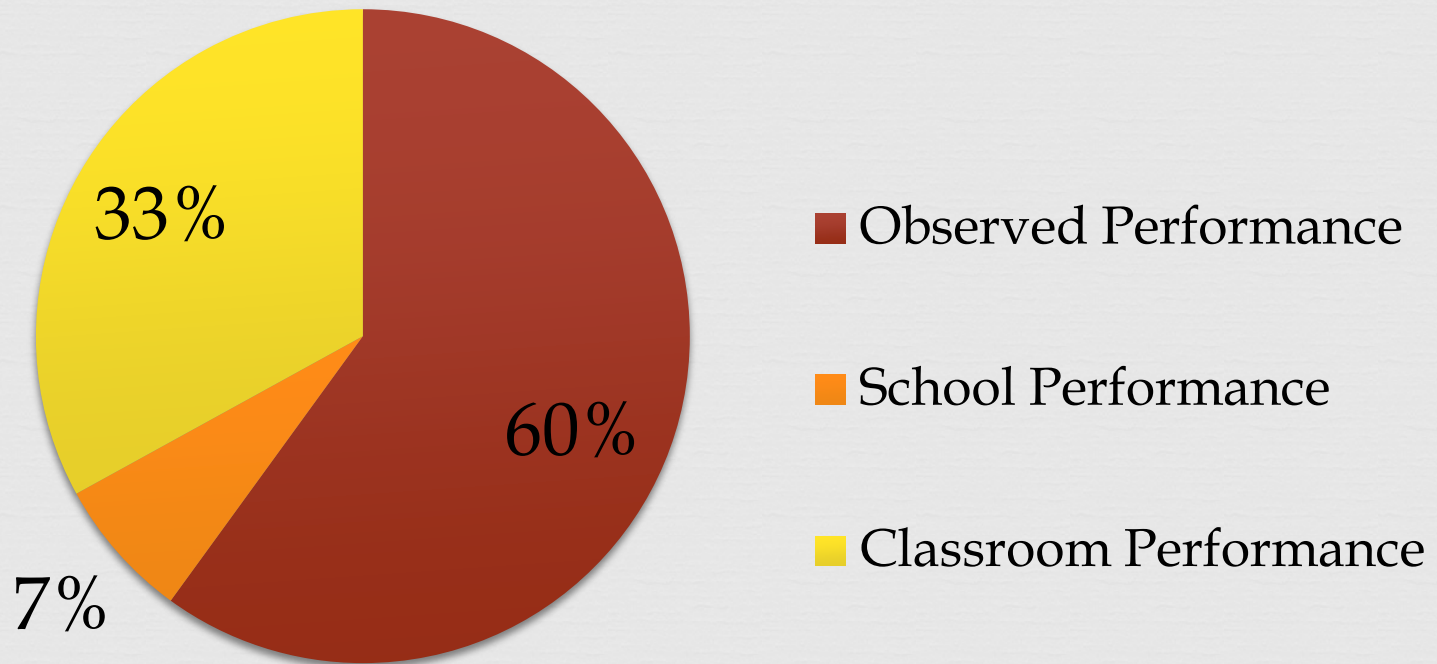
- The evaluation tool is:
  - *Required due to SB1040*
  - *Must be in place for 2012 – 2013*
  - *Applies to district roles requiring ADE Certification*
- Teachers with available classroom level data are group “A”
- Teachers without available data are group “B”
- *It is a fundamental shift for the FUSD staff*

# The New Evaluation



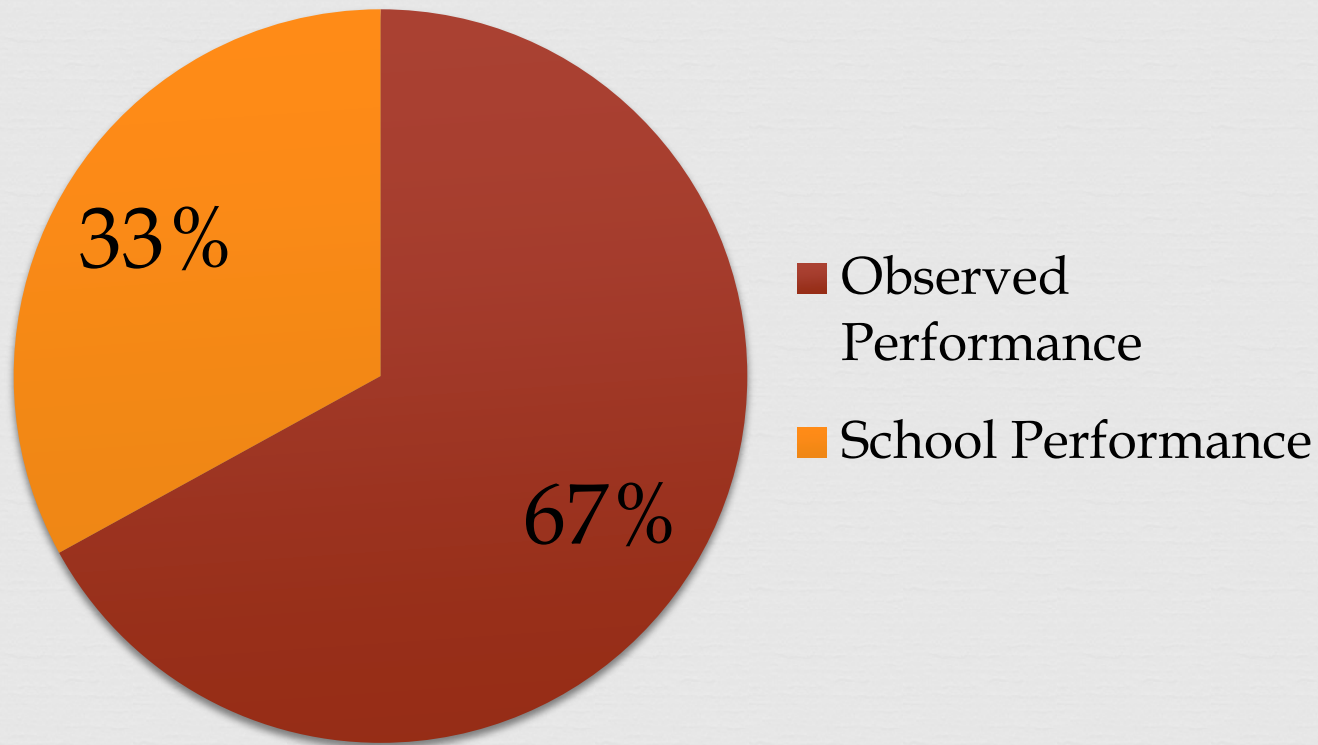
- Online
- Clearly identifies category weightings and associated growth measurements
- Allows for Team Evaluation Groups
- Formalizes a beginning of year and end of year Teacher/ Principal alignment
- Refined observation tool and timeline
- Meets or exceeds all SB1040 requirements

# Evaluation Weighting for Group “A” Teachers

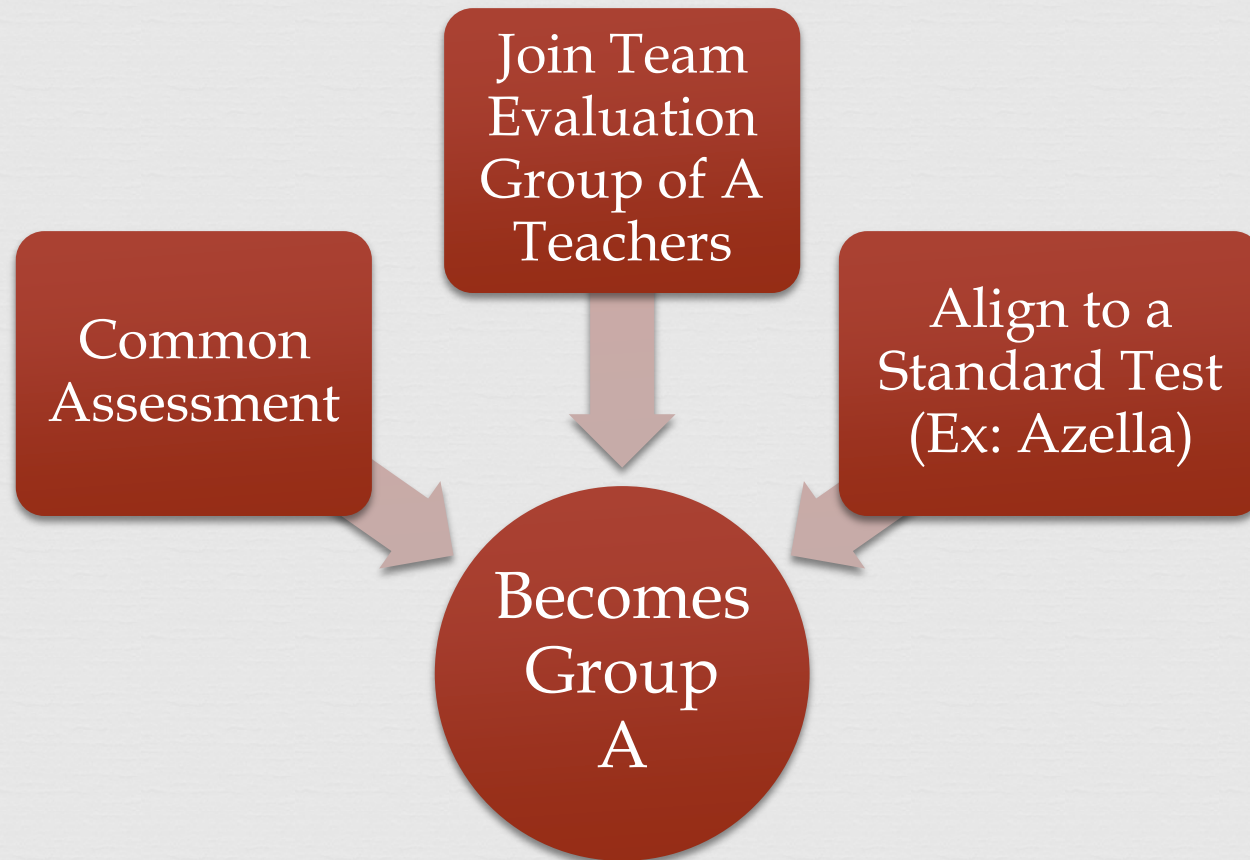




# Evaluation Weighting for Group “B” Teachers



# How Teachers Move From Group B to Group A





# Beginning of Year Shared Commitment

- A scheduled meeting between the teacher and his/her evaluator
- Takes place after the third week of school
- Principal provides evaluation criteria based upon district guidance and school objectives
- Teacher/Principal agree upon criteria and its measurement (individual or team evaluation group)
- Documentation retained

# Available Measurements For Classroom Data



AIMSweb

AIMS

AZELLA

Stanford 10

4-Sight

KDA

Common Assessments



# Available Measurements For School Data



**Group A Teachers: School  
Letter Grade**

**Group B Teachers: School  
Letter grade or a Classroom  
Measurement for Entire School  
from Group A**

# Growth Defined



*A teacher's growth score is determined by the percent of students in his or her class that show growth during the school year based upon the evaluation criteria selected. (ex: AIMS Math)*

**85% - 100% show growth =**

**70% - 84% show growth =**

**55% - 69% show growth =**

**54% or less =**

**Highly Effective**

**Effective**

**Partially Effective**

**Ineffective**

# Growth Example



## AIMSweb

For a student to show growth with AIMSweb:

- The AIMSweb module is selected at the beginning of the year (Reading, Math)
- Using the beginning of the year test results, growth is shown if the student maintains or moves above their target growth line as identified by the AIMSweb exam
- If a growth line is not provided by AIMSweb, the student must increase by one level or maintain at the target level or above to show growth

# Online Evaluation Tool



- Clearly shows weighting % for categories
- Identifies evaluation criteria for classroom level data
- Defines school level data
- Displays evaluator review weight

CLASSROOM DATA	Weight	SCHOOL DATA	Weight	OBSERVED DATA	Weight
AIMSweb Math	33%	School Letter Grade	7%	Evaluator Review	60%
(Open-if needed)	0%				
	33%				

Elements for Classroom Level Data are  
Pre-approved



# Online Evaluation Tool



- Clearly Defines How Points are Achieved

CLASSROOM SCORE	POINTS	SCHOOL SCORE	POINTS	OBSERVED SCORE	POINTS
Highly Effective= 85% + Show Growth	33	School Grade A	7	Highly Effective	60
Effective = 70%-84%	27	School Grade B	5	Effective	48
Partially Effective= 55%- 69%	20	School Grade C	3	Partially Effective	36
Ineffective= below 55%	0	School Grade D	0	Ineffective	0

From Criteria Selected (AIMSweb MATH)

# Evaluation/Observation Tool



## Based upon three domains

- Instructional planning
- Classroom presentation and learning environment
- Professional responsibilities, growth, and expectations

# Evaluation/Observation Tool



## Standards for instructional planning

- Lesson plan
- Room organization and systems
- Safety

# Evaluation/Observation Tool



## Standards for presentation and learning environment

- Content objective
- Implementing & managing instruction
- Assessing learning & communicating results
- Instructional delivery & questioning



# Evaluation/Observation Tool



## Standards for presentation and learning environment continued

- Creating and maintaining a learning climate
- Introduction, transitions, closure
- Differentiated instruction
- Technology driven

# Evaluation/Observation Tool



## Standards Professional Responsibilities, Growth, and Expectations

- Professional development plan
- Responsibilities
- Incorporates district/school level initiatives
- End of year artifact review

# Evaluation/Observation Tool



## Rating Rubric

Innovating

Integrating

Applying

Emerging



# End of Year Principal - Teacher Meeting

- A scheduled meeting between the teacher and his/her evaluator
- Review of Principal evaluation measures
- Review of classroom and school measures
  - --When available --
- Recognition and forward guidance provided by Principal
- Documentation retained by HR





# End of Year Summary

*Aligns Results to Beginning of Year Commitment*

TEACHER		Date	SCORING SUMMARY	Pts	MEASUREMENT SCALE	Ranges
		Teacher Comments	Classroom Data	0	Highly Effective	85-100
			School Data	0	Effective	70-84
ADMINISTRATOR		Date	Observation Data	0	Partially Effective	55-69
		Evaluator Narrative				
			TOTAL POINTS:	0	Ineffective	Below 55

# Evaluation Narrative



## **Callout of strengths and significant contributions**

- Reinforcement of successes and alignment to district and school goals

## **Identification of development needs**

- This includes areas of improvement as well as focus for the next year

## **Executive summary**

- Any unique messaging from the evaluator

# Ready for August 2012?



- **Communication Subcommittee**
  - Presentations
  - Email feedback and comment process
- **Documentation Subcommittee**
  - True North Logic
- **Testing Subcommittee**
  - Trial of observation process
  - Testing of True North Logic
- **Training Subcommittee**
  - At each school site by August 30

# YEAR ONE GOALS



- A successful roll-out of the new evaluation system
- Accumulation of feedback data for year 2 enhancements
- A successful upload of evaluation scores to ADE.



# YEAR TWO GOALS



- Year 1 enhancements applied
- Completion of all requested Common Assessments
- Addition of a collaborative team feedback process

# YEAR THREE GOALS



- A fully functioning evaluation tool measuring student growth. It is understood by users, used to determine improvement paths, and recognizes top performers.
- Majority of all positions are Group A
- Possible addition of student and parent feedback